



Uplands Manor Primary School

Deputy Headteacher

PERSON SPECIFICATION

Category	Essential	Desirable
Commitment	<ul style="list-style-type: none"> ▪ A practising and committed teacher. ▪ Secure understanding of the nature of primary education ▪ Understanding of leadership role in the development of pupils and staff ▪ Understanding of the school's role in the wider community ▪ Understanding the importance of safeguarding and attendance. 	
Qualifications	<ul style="list-style-type: none"> ▪ Qualified teacher status ▪ DSL 	<ul style="list-style-type: none"> ▪ Postgraduate level qualification ▪ NPQH award or accepted on the programme
Experience	<ul style="list-style-type: none"> ▪ Experience as an outstanding deputy Headteacher ▪ Successful experience of leading one or more curriculum areas ▪ Substantial, successful teaching experience ▪ Experience of teaching in more than one school 	<ul style="list-style-type: none"> ▪ Teaching experience in Foundation Stage/KS1/KS2 ▪ Leadership in safeguarding and attendance
Professional Development	<ul style="list-style-type: none"> ▪ Evidence of continuing professional development relating to school leadership, management, and inclusion, safeguarding, and behaviour management ▪ Experience of working with other schools/organisations /agencies ▪ Relevant safeguarding training 	<ul style="list-style-type: none"> ▪ Experience of leading/co-coordinating professional development opportunities ▪ Ability to identify own learning needs and to support others in identifying their learning needs. ▪ Relevant attendance training

Category	Essential	Desirable
Strategic Leadership	<ul style="list-style-type: none"> ▪ Ability to articulate and share a vision of primary education within the context of the mission of the school. ▪ Evidence of having successfully translated vision into reality at whole school level. ▪ Ability to inspire and motivate staff, pupils, parents, and governors to achieve the aims of the school. ▪ Evidence of successful strategies for planning, implementing, monitoring, and evaluating school improvement ▪ Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these. ▪ Knowledge of what constitutes quality in educational 	<ul style="list-style-type: none"> ▪ Knowledge of the role of the governing body

	<p>provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils.</p>	
Teaching and learning	<ul style="list-style-type: none"> ▪ A secure understanding of the requirements of the National Curriculum ▪ Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils ▪ A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning. ▪ Experience of effective monitoring and evaluation of teaching and learning ▪ Secure knowledge of statutory requirements relating to the curriculum and assessment. ▪ Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> ▪ Understanding of successful teaching and learning across the key stages ▪ Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management
Leading and managing staff	<ul style="list-style-type: none"> ▪ Experience of working in and leading staff teams ▪ Ability to delegate work and support colleagues in undertaking responsibilities. ▪ Experience of appraisal and supporting the continuing development of colleagues ▪ Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> ▪ Experience of working with governors to enable them to fulfil whole-school responsibilities ▪ Successful involvement in staff recruitment appointment/induction ▪ Understanding of how financial and resource management enable a school to achieve its educational priorities

Category	Essential	Desirable
Accountability	<ul style="list-style-type: none"> ▪ Ability to communicate effectively, orally and in writing to a range of audience – e.g. staff, pupils, parents, and governors ▪ Experience of whole-school self-evaluation and improvement strategies ▪ Ability to provide clear information and advice to staff and governors. ▪ Secure understanding of strategies for appraisal ▪ Experience of new Ofsted framework appraisal 	<ul style="list-style-type: none"> ▪ Experience of presenting reports to governors ▪ Leading sessions to inform parents. ▪ Experience of offering challenge and support to improve performance ▪ Oversee SCR and PEP's
Skills, Qualities & Abilities	<ul style="list-style-type: none"> ▪ High quality teaching skills ▪ Excellent behaviour management skills ▪ Strong commitment to the mission of the school ▪ Commitment to their own personal development and that of colleagues and pupils ▪ High expectations of pupils' learning and attainment ▪ Strong commitment to school improvement and raising achievement for all. ▪ Ability to build and maintain good relationships. ▪ Ability to organise work, prioritise tasks, make decisions and manage time effectively. ▪ Empathy with children 	

	<ul style="list-style-type: none"> ▪ Good communication skills ▪ Good interpersonal skills ▪ Stamina and resilience ▪ Confidence 	
References	<ul style="list-style-type: none"> ▪ Positive and supportive references ▪ Positive recommendation in professional references 	<ul style="list-style-type: none"> ▪ Professional reference without reservation

Governors focus on determine whether the candidates meet the requirements in relation to the ten broad categories, rather than in relation to the individual criteria that are used to illustrate them. The criteria may be evidences across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.

It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application and observing all the various aspects of the interview process.